

## Teaching Scholars Summer Institute 2022 Summer Institute Facilitator Bios

**Marie A. Abate, PharmD**, is a Professor in the School of Pharmacy at WVU. She served as Director of the statewide West Virginia Center for Drug and Health Information (WV CDHI) for over 25 years and still works with the Center. Dr. Abate also directed the educational outcomes assessment efforts of the School since their initiation and was recently appointed Assistant Dean for Assessment and Strategic Planning. She is a member of a committee for the National Association of Boards of Pharmacy that reviews material for the pharmacy licensure examination. Dr. Abate has also completed the HERS Institute program in Denver, CO which focuses on preparing women to assume leadership positions in higher education.

Dr. Abate has worked extensively with computers for locating medical and health care related information. Dr. Abate and colleagues developed an innovative computer educational program to teach students how to interpret and assess medical literature, from which a book in that area was published. Dr. Abate is nationally recognized as an expert in drug information provision and assessment and has served as an invited and keynote speaker at several national meetings and workshops in these areas. She has extensive experience in developing rubrics and in using them as part of a required portfolio for Doctor of Pharmacy degree program students. She has also served as an investigator on over 20 funded research and educational projects totaling over \$2 million. One of Dr. Abate's primary research areas involves the forensics drug database, developed in collaboration with the WV Office of the Chief Medical Examiner to characterize and disseminate data related to drug related deaths in West Virginia. Grants from the National Institute of Justice through the WVU forensics initiative and the WV Clinical and Translational Sciences Institute, with collaboration with the WVU School of Public Health, have allowed for ongoing expansion of the forensic drug database. Several publications have resulted from this work, including papers describing diphenhydramine, fentanyl, and alcohol-related deaths, and doctor/pharmacy shopping among decedents.

**Christy Barnhart, DHSc, MSN, RN, CHSE**, is a Registered Nurse, and has her Master's Degree in Nursing. She is a Senior Lecturer at West Virginia University School of Nursing, and has the new title of Director of Nursing Simulation. She has helped develop clinical teaching **strategies** in the School of Nursing Junior Level. She is on the board for Sigma Theta Tau, which is a national nursing honor society. She also serves as a board member on the Student Nurse Association, and organizes funding for educational development. She is also an active member of the nursing curriculum committee and provides feedback to course coordinators regarding their course. She is currently working on developing an elective nursing course, which will be offered in the STEPS Center.

**Gina M. Baugh, PharmD** is a Clinical Professor in the Department of Clinical Pharmacy and the Director of Introductory Pharmacy Practice Experiences at West Virginia University (WVU) School of Pharmacy and the Director of Interprofessional Education (IPE) for the WVU Health Sciences Center (HSC).

Dr. Baugh is actively involved in pharmacy experiential learning at both a local and national level. She has served on multiple committees for the Experiential Education Section of the American Association of Colleges of Pharmacy (AACP) and has presented her work at the AACP annual meeting through numerous oral, poster, and round table presentations. She completed the Academic Leaders Fellowship Program (ALFP) through AACP. Her work in experiential learning through community engagement was recognized as she received the 2021 Award for Excellence in Service-Learning Instruction from the WVU Center for Service and Learning.

As the Director of IPE, Dr. Baugh oversees the IPE efforts in the didactic, simulation, and clinical practice settings for all health professional students at the HSC. Her work in IPE has become the primary focus of her teaching and scholarship, and she has been part of seven funded grants in this area in the past 6 years and has presented her work at various national meetings. Dr. Baugh and three colleagues received the WVU HSC Vice President's Team Achievement Award in 2017 for their IPE efforts in the community.

**Tracey J. Beckley, MPM**, is the Assistant Dean for Teaching and Learning at WVU and provides direct leadership of the Teaching & Learning Commons. A native of Fairmont, WV, she graduated from Princeton University with an A.B. Degree in the Woodrow Wilson School of Public and International Affairs and from Carnegie Mellon University with a Master's in Public Management and Information Systems. She is currently ABD in pursuing her doctorate in Instructional Design and Technology from WVU. Prior to joining WVU, she worked at Allegheny Power for 10 years, where she served in several customer service positions including General Manager of Call Operations. She is a Harry S. Truman Scholar and received the West Virginia Exemplary Teaching and Leadership Award for her work in the public sector. She is also a graduate of the Educause Learning Technology Leadership Institute. Her specific research interests include customer satisfaction, performance management, instructional design, and Six Sigma. She has worked with several United Way agencies in developing performance measurements for strategic planning and is very active with her local church community. She currently resides in Fairmont with her husband Lance, twin sons Jacen and Christian, six cats, and two Yorkies.

**Elizabeth Claydon, PhD**, is an Assistant Professor in the Department of Social & Behavioral Sciences, where she teaches a variety of undergraduate and graduate level courses. She received a dual BA in Child Development and Medicine, Health, and Society from Vanderbilt, which started her interest in public health. She then pursued an MPH and Master of Science at Yale, focusing her research on obesity and eating disorder prevention. Dr. Claydon received her Doctorate in Social and Behavioral Sciences from West Virginia University in May 2018. She believes that those with lived experiences are best suited to help understand their unique experiences whether in qualitative research or in community-engaged research. To that end, she often uses a transformative framework in qualitative research, understanding that knowledge operates on an unequal power balance and therefore knowledge construction should be used to help others. Much of her research is designed to be translational so that a paper is not the only end goal of research. Some of her qualitative research showed that women with an eating disorder in pregnancy were often uncomfortable disclosing this to their provider helped spur Dr. Claydon to create a tool that will identify eating disorders in pregnancy. This has a further translation and transformational goal to reduce health and mental health treatment disparities in pregnant women through a standard and rapid screening measure to ensure early identification and treatment. Dr. Claydon particularly appreciates the ways in which qualitative research can be used to explore a subject deeply to help inform later quantitative research as well as to inform practical and clinical interventions.

**Lesley Cottrell, Ph.D.** received her doctorate degree in Developmental Psychology from West Virginia University. She is the Vice Chair of Research for the Department of Pediatrics and the Director of the Center for Excellence in Disabilities (WVUCED). She is the Principal Investigator for the National Children's Study in Marion County, West Virginia. She is also the Co-Leader of the Obesity, Metabolic Disease, and Diabetes Program within the PRC.

Her research interests examine parental influences on child and adolescent health risk decision - making and behaviors. Parental monitoring and modeling effects on child and adolescent health decisions is a primary focus. Her research has specifically examined outcomes including childhood obesity, asthma development, diabetes, and adolescent risk behaviors.

**Scott Cottrell, Ed.D.** was appointed the Associate Dean for Student Services and Curriculum in 2011. Dr. Cottrell is a Professor in the Department of Medical Education. He earned his doctorate from West Virginia University in 2001 with an emphasis in higher education leadership. Previously, he served as an Assistant Dean at the Eastern Division for nearly 4 years. His research interests include curricular development and assessment. He has authored several papers that focus on medical student learning and presented at national conferences. He has also designed and validated assessments that measure a variety of competencies, including professionalism and systems-based learning. Dr. Cottrell's teaching interests include statistics, measurement, and assessment. He was recently nominated for the West Virginia University Distinguished Teacher Award.

Dr. Cottrell has a national reputation and serves several leadership roles in professional organizations. He was recently elected as Chair for the Generalist in Medical Education, and is serving as the Southern Group on Education Affairs (SGEA) section's Chair for Medical Education Research, Scholarship and Evaluation (MESRE- formerly RIME). Dr. Cottrell was also the recipient of the Medical Education Scholarship Award for Outstanding Presentation at a recent SGEA conference. He has been asked to review manuscripts for a variety of journals and currently serves as the editor for Med Ed Online.

He lives in Morgantown with his wife, Lesley Cottrell and his two children, McKenna and Liam.

You may contact Dr. Cottrell at (304) 293-2408 or at [scottrell@hsc.wvu.edu](mailto:scottrell@hsc.wvu.edu).

**Jason Craig, MBA, EMT-P, CHSE**, is a Certified Healthcare Simulation Educator and a Simulation Education Specialist for The David and Jo Ann Shaw Center for Simulation Training and Education for Patient Safety (WV STEPS.) Prior to this position, he worked in the field of emergency management and counter-terrorism, specializing in emergency planning and communications. In addition, he has over 20 years' experience as a firefighter/paramedic, 15 of which in an instructor capacity. He is an instructor in several Life Support Courses and serves on the CHSE Readiness Review Working Group for the Society for Simulation in Healthcare.

**Russell Doerr, EMT-P, CHSE**, is a graduate of West Virginia University and has been a Certified Healthcare Simulation Educator (CHSE) since 2014. He serves as Lead Simulation Education Specialist at the David and Jo Ann Shaw Center for Simulation Training and Education for Patient Safety (STEPS). Russell has been involved in Healthcare Education through Emergency Medical Services since 1981, spent 19 years in air medical transport and is an instructor of various life support courses. As lead simulation specialist he has helped the center grow to a 19,000 foot nationally accredited center for schools of the Health Sciences Center. Russell has presented educational sessions at both local and international conferences. He assists in the development of multidisciplinary educational opportunities for all undergraduate and postgraduate health care professionals as well as conducting clinical simulation experiences. He also serves on the Research Committee for the simulation center and actively pursues educational research opportunities.

**Michael B. Edmond, MD, MPH, MPA, MBA** is the Chief Medical Officer of [WVU Medicine](#), President and Chief Medical Officer of University Health Associates (the faculty practice plan at West Virginia University), and Vice Dean for Clinical Affairs at the [WVU School of Medicine](#). Prior to coming to WVU, he was the Chief Quality Officer and Associate Chief Medical Officer for University of Iowa Health Care and Clinical Professor of Infectious Diseases at the [University of Iowa Carver College of Medicine](#). He also previously served as the Richard P. Wenzel Professor of Internal Medicine, Chair of the Division of Infectious Diseases, and Hospital Epidemiologist at [Virginia Commonwealth University](#) in Richmond.

He is a graduate of the West Virginia University School of Medicine (MD), the University of Pittsburgh Graduate School of Public Health (MPH), the Wilder School of Government and Public Affairs at Virginia Commonwealth University (MPA), and the University of Iowa Tippie College of Business (MBA). He was a resident and chief resident in Internal Medicine at West Virginia University Hospitals. He then completed a fellowship in Infectious Diseases at the University of Pittsburgh Medical Center and a fellowship in Hospital Epidemiology at the University of Iowa Hospitals and Clinics.

Dr. Edmond's scholarly focus has been on the epidemiology of healthcare-associated infections and the public policy implications of infection prevention. He has published 450 papers, abstracts and book chapters, and co-writes a blog entitled [Controversies in Hospital Infection Prevention](#). Dr. Edmond has been named to Richmond Magazine's Top Doctors, America's Top Doctors, US News and World Report's Top Doctors, awarded Our Health Richmond Magazine's Best Bedside Manner Award, and [Health Leaders Magazine's 20 People Who Make Healthcare Better](#).

**Adam Hoffman, MCCP**, is a firefighter, paramedic, and Certified Healthcare Simulation Educator with a particular passion for acute/critical care, interprofessional education and point of care ultrasound. His roots in public safety have led him to simulation education where he currently serves as a simulation education specialist at West Virginia University. His 17 years in public safety have equipped him with a unique perspective and interest in teams in healthcare and growing up in a family of educators has ingrained in him a love of teaching. He has worked throughout West Virginia in EMS as a critical care paramedic and supervisor, fire service as firefighter, officer, and training officer, as a 911 dispatcher, an adjunct instructor at Pierpont Community and Technical College, WV Regional Response Team Leader, rescue/ recovery diver, and rescue officer. In his current role, in addition to education and program development, he serves on the research committee, liaison to the Office of Interprofessional Education, supply coordinator, and IPE faculty trainer. In addition to his current role, he has been an invited presenter at multiple international conferences and regional workshops.

**Stacy W. Huber, EdD, MSN, RN, CNE** is a Clinical Education Associate Professor at West Virginia University School of Nursing. She has been a nurse for over 25 years and a nursing educator for over 18 years. She has earned Doctorate in Education in Curriculum and Instruction as well as a Certification in Nursing Education (CNE) from the National League of Nurses (NLN). She was recently appointed as a NLN Commission for Nursing Education Accreditation Program Evaluator. She has chaired various committees in the WVU SON including the Undergraduate Curriculum Committee and the Total Faculty Committee. She currently teaches in the undergraduate nursing program. Her research interests include clinical teaching methods and strategies, student learning, and professional development for novice educators.

**Rashida Khakoo, MD, MACP**, is currently Professor of Medicine, Chief, Section of Infectious Diseases, Assistant Vice President Health Sciences Center (Faculty Development) at West Virginia University (WVU). She obtained her medical degree from Makerere University Medical School in Uganda, East Africa and completed her Internal Medicine residency at George Washington University, Washington DC, and fellowship in Infectious Diseases at University of Florida.

She has received many awards for outstanding teaching including WVU Foundation Award. She received the Laureate Award from WV Chapter of American College of Physicians (ACP) in 1994 and was awarded Mastership from ACP in 2006. During 2007, she received the Martin Luther King Award for "Sharing of Self" and the Governor's Civil Rights Award. She was the recipient of the 2014 Health Science Center Chancellor's Award for Outstanding Mentorship. She received the Clinical Teacher Award from the Infectious Diseases Society of America in 2016.

She has had many diverse leadership roles at WVU and beyond. She was instrumental in developing interdisciplinary Teaching Scholars Program for faculty across all schools of health sciences. Her research interests are in health care epidemiology and influenza. She served as Governor of the West Virginia Chapter of ACP from 1999-2003. She has provided leadership for many collaborative programs across West Virginia for HIV/AIDS education for health care professionals. She also served as Chairman, National Committee of Aga Khan Foundation (AKF) USA from 1997-2006. AKF is a non-denominational international development agency whose mission is "to develop and promote creative solutions to problems that impede social development."

**Christopher Kiefer, MD**, currently serves as an Assistant Professor of Emergency Medicine and the Associate Residency Director for the Emergency Medicine Residency at West Virginia University. After completing his medical education at West Virginia University in 2007, he trained in Emergency Medicine at the Mayo Clinic in Rochester, Minnesota, serving as Chief Resident during his final year of training. Following a brief stint at Indiana University, he returned to WVU as a faculty member in 2012. Since returning to WVU, he has led the simulation program for the Emergency Medicine residency and has a strong interest in simulation scenario development, implementing functional realism into simulation situations, and providing safe, nonjudgmental debriefing.

**Chris Martin, MD, MSc**, is a Professor of Medicine and Occupational Medicine and Director of the Global Engagement Office for the Health Sciences Center at West Virginia University (WVU). He completed a Bachelor of Science from McGill University, a Medical Doctorate from Memorial University of Newfoundland, and a Master of Science in Environmental Health from the University of Alberta. He is a Fellow of the Royal College of Physicians of Canada in Occupational Medicine, a Fellow of the American College of Occupational and Environmental Medicine and is board certified in occupational medicine by the American Board of Preventive Medicine.

Dr. Martin is an active educator and scholar within WVU, nationally and internationally. He co-directed the first-year MD course, *Public Health*, and serves as Program Director and Designated Institutional Official for the Occupational Medicine residency in the School of Public Health, one of only 23 programs in the United States. He has provided lectures and workshops throughout the world. He is the Principal Investigator of a Training Project Grant from National Institute for Occupational Safety and Health and a Preventive Medicine Residency Training Program Grant from the Health Resources and Services Administration.

He is currently a member of the National Board of Medical Examiners and serves on the International Oversight and Evidence-Based Medicine Item Review Committees. He has served as a member of the Education Committee of the Consortium of Universities for Global Health and the Visiting Students Learning Opportunity Global Network Advisory Group of the Association of American Medical Colleges. For the Accreditation Council for Graduate Medical Education (ACGME), he served as a consultant on Occupational Medicine international program requirements. He has been active in numerous collaborations in the Arabian Gulf region, overseeing some of the largest educational partnerships in the USA for undergraduate health professional training in dentistry and medicine with Kuwait and graduate medical education with Saudi Arabia. He has overseen WVU's partnership with Oman which led to the establishment of the second medical and pharmacy schools in the Sultanate.

Dr. Martin has been the recipient of numerous awards at WVU including the Distinguished Teacher Award, the School of Medicine Dean's Award for Excellence in Education and the Percival L. MacLachlan Award, chosen by the second-year medical student class for "unusual teaching ability and sincere interest in the progress of the entire class."

Dr. Martin also maintains an active clinical practice and has served as a consultant to the US federal government, (Vaccine Injury Compensation and Radiation Exposure Compensation Act Programs) as well as the Workers' Compensation Boards of West Virginia, Alberta, Nova Scotia, New Brunswick, and Nunavut and Northwest Territories in Canada. He has performed several hundred independent medical evaluations and has authored or co-authored five book chapters and over 30 peer-reviewed publications.

**Dr. Ranjita Misra, Ph.D., CHES, FASHA, FESG**, is a tenured Full Professor in the Department of Social and Behavioral Sciences. She is a national and international health disparities expert for examining prevalence and risk factors for diabetes, metabolic syndrome, and CVD. She uses low-cost models such as the community health workers and health coaches for conducting randomized clinical trials (RCTs) on diabetes prevention and management interventions in the community- and clinic settings using Community-Based Participatory Approach (CBPR) and culturally tailored strategies. Dr. Misra has a consistent record of external funding as a Principal Investigator, including funding from the National Institute of Health, Centers for Disease Control and Prevention, and Patient Centered Outcomes Research Institute. She has led several national and international multi-center epidemiological studies to examine the Indian and Mexican Diasporas. As a multidisciplinary researcher, administrator and practitioner, she has significant experience in public health policy/program implementation and planning, as well as public outreach. In recognition of her outstanding research activities, she received the WVU Health Science Center's Community-Engaged Research Award, WVU Vice President's Faculty Mentor award, WVU Health Science Center's Women in Science and Health (WISH) Advanced Career Excellence Award, and MD Anderson's Health Disparities Scholars Award, to name a few.

**Lydia Mong (M.A. Education)** is a senior instructional designer in the WVU Teaching and Learning Commons where she has worked since 2007. Her instructional design background includes the development of instructional materials in both face-to-face and online environments for university and career-technical college instruction along with as corporate management training and development. She has taught in all those venues as well. In addition to assisting faculty with online course development, Lydia teaches Readability in the Online Course for graduate students as an elective for candidates of WVU's Graduate Certificate in University Teaching. Lydia holds a certificate of mastery in instructional design from the Online Learning Consortium.

**Kathryn (Katie) Smalley, BA**, has been a Simulation Information Specialist at West Virginia Simulation Training and Education for Patient Safety (WV STEPS) since June of 2016. Her main role at STEPS involves coordinating LearningSpace, a learning management system that supports medical simulation. Katie began her journey into simulation during her undergraduate education at West Virginia University, where she became a standardized patient. After her graduation with a BA in Criminology during 2014, her interest in simulation peaked after being a standardized patient for a wide variety of simulations. She soon became a full-time part of STEPS, and is able to view LearningSpace from the front and back end with her Standardized Patient experience. She is an active member of STEPS's Research Committee, Evaluation, Quality, & Inspection (EQI) Committee, and Policy & Procedure Committee. Katie is a dedicated liaison between STEPS's users and the LearningSpace software.

**Daniel E. Summers, RN, BSN, CEN, EMT-P** is currently Director of Clinical Simulation for WVU Health Science Center, and as such is responsible for daily operations to include: administrative duties, educational programs, research, and fiscal management. His background as an Emergency Nurse, Paramedic, educator, and administrator has well equipped him for this position. Dan has worked in a level one trauma center emergency department where he functioned as a staff RN and Department Manager. He also held the position of Director of Education for the WVU Center for Rural Emergency Medicine. He has been instrumental in the coordination and development of WV Simulation Training & Education for Patient Safety (WV STEPS) by participating on the multidisciplinary steering committee and now as the Director of the center. He has participated on several educational grants and presented at local, regional, and national level conferences on various topics including education utilizing simulation.

**William C. Tullock, MD, CHSE, CPC** is an Adjunct Assistant Professor in the Department of Medical Education at West Virginia University. Currently, he facilitates and designs educational experiences at the WV Simulation Training and Education for Patient Safety (WV STEPS) for faculty, graduate and undergraduate learners. He has served on the board of directors for the Society for Education in Anesthesia and on the editorial board of the Journal of Education in Perioperative Medicine. He has received grants and published in anesthesiology, clinical pharmacology and medical education. He is certified by the American Board of Anesthesiology and is a Certified Professional Coach.

**Dorian Williams M.D.** is Assistant Dean for Simulation and Technology in Medical Education and Professor in the Departments of Family Medicine and Medical Education. He is the Medical Director of STEPS (Simulation Training & Education for Patient Safety) and Director of Student Programs in the Department of Family Medicine at WVU.

Dr. Williams has over 25 years experience in curriculum development, having successfully led the creation of the current core medical school courses in physical diagnosis (history taking and physical examination) as well as the required clinical skills assessments required to advance in and graduate from the School of Medicine. His main area of teaching interest is in novel ways of skill acquisition and demonstrating proficiency and has been successful in garnering over 2.7 million dollars in federal grant funding for educational program development. He recently became a Certified Healthcare Simulation Educator by The Society for Simulation in Healthcare. Dr. Williams has won numerous teaching awards including the WVU Foundation Award for Outstanding Teaching, the highest recognition for teaching at West Virginia University.

**Karen Woodfork, PhD**, is a Teaching Associate Professor in the Department of Physiology and Pharmacology in the WVU School of Medicine. She is an education-focused faculty member who teaches pharmacology to undergraduate, dental, medical students, and graduate students, with previous teaching responsibilities including pharmacy and dental hygiene students.

Karen is a 2021 winner of the WVU Foundation Outstanding Teacher Award, and a 2020 winner of the WVU School of Medicine's Distinguished Teacher Award. She is a two-time winner of the MacLachlan Basic Sciences Teaching Award, given to the faculty member in the preclinical medical curriculum who students select for demonstrating "unusual teaching ability and a sincere interest in the progress of the entire class." She is a member of the Academy of Excellence in Teaching, and has also been awarded the Office of Research and Graduate Education Impact Award, has received the Dean's Incentive for Delivering Excellence in Medical Education 10 times, and has been nominated for Distinguished Teacher Award three times.

She has served as an instructor in the Longitudinal Teaching Scholars Program, providing sessions on classroom response systems from 2008 - 2017, and she presented sessions on engaging students in large classroom environments, using classroom response systems, self-directed learning and production of short video lessons at the Summer Institute. She has served as an editor of a medical pharmacology textbook and a biochemical methods text, and she has authored numerous textbook chapters. Since 2015, she has chaired the School of Medicine Curriculum Committee, and she serves on several other education-oriented committees. Her efforts were instrumental in the redesign of the medical curriculum in 2008 (integration of the second year of the curriculum) and 2018 (integrated and shortened preclinical curriculum). In addition to curriculum design, her interests include interactive learning modalities, self-directed learning, online course development, computer simulations, and student mentoring.